

Works for Parents

A publication of the Business Education and Labor Committee

*WorkAbility I has many successful partnerships throughout California.
The following testimonials describe how the WorkAbility I program has worked for parents.*

“When my son started the WorkAbility I program he was shy and did not have a lot of confidence.

When I was told that he would be volunteering at a work site, I was happy because I thought he would learn important lessons. I was often told by WorkAbility I staff that my son was a great worker and that he was gaining confidence.

When my son was offered a paid position, I was completely against it because I knew it would cause problems with his SSI benefit; however, my son really enjoyed volunteering and working.

My concerns were put to rest after talking with the two trained SSA benefit planners from WorkAbility I. The SSA benefit planner was very knowledgeable about SSI and explained how my son could work without his income affecting his SSI benefit, up to a certain amount and until age 22.

My son is now even more confident and happy in his job.”

Miguel Tolentino
Whittier High School, Whittier, CA

“The maze of ideas, plans, advice, agencies etc., is overwhelming for anyone entering the transition point after high school.

Before our son graduated in 2004, the WorkAbility I program was there, the infinite questions obvious fears and general confusion were no match for this team

Their guidance and suggestions led our son into a wonderful employment experience for over three years, and it all began because of the WorkAbility I program.”

Terese Sinnukrot
Whittier, CA

“I like that the WorkAbility I program teaches children how to be more responsible and to know what it's like to earn money. I also like that they see and learn a little bit from each different job, and that WorkAbility they put more effort into studying and preparing so in the future they will have a better job.”

Kendra Guzman
Armijo High School, Fairfield, CA

“The WorkAbility I program was excellent!”

Sandra Howerton

“Under the WorkAbility I program, my daughter had the opportunity to work in the gift shop at the Sacramento Zoo.

She learned customer service skills, engaging in conversations with a variety of people. She also got experience in completing tasks and following through with assignments. She was able to learn skills that can't be taught in a classroom setting.

With the skills she is able to learn through the WorkAbility I program, I am confident she will be able to join the workforce and become an active part of her community.”

Kelly Vargas
School of Engineering and Sciences, Sacramento, CA

“When my son told me he was interviewed/hired for a job through WorkAbility I, I never imagined the training he would experience. He thoroughly enjoys his job and his supervisor. The job my son performs matches his interests and skills perfectly! I am excited to see what the future holds for my son in regards to his education and career.”

Pamela Anderson
Ponderosa High School, Shingle Springs, CA

“The WorkAbility I program was excellent for my daughter. A tremendous amount of time, energy, and planning went into making her transition from high school, college and then to the work force, extremely positive and successful. Her WorkAbility I counselor, went above and beyond in helping her find a direction for her education and career goal.

WorkAbility I staff came to our home several times to work with my daughter to determine her future goals. They arranged for us to tour two preschools and speak with the school directors to understand what education and qualifications were needed for her ultimate job.

When my daughter told WorkAbility I that she would like to apply for a job while she was still in high school, WorkAbility I guided her through the whole employment process. WorkAbility I staff made more home visits to review her resume and to talk about and practice interview skills. She even spoke with the future employer and visited her potential workplace to offer them a trial employment so that they would not lose any income during the trial period, which was a great incentive for them to hire my daughter. She has now worked for over a year and a half and feels good about her job and has gained many skills.




Initially, she did not want to participate in the WorkAbility I program, but the minute my daughter met WorkAbility I staff, she felt loved and was totally convinced that they would make a huge difference in her school and job success.

We are very grateful to WorkAbility I for their caring and interest in helping a student who had suffered many health issues and setbacks gain valuable work experience.

Our daughter has developed positive, life-long relationships with WorkAbility I staff.

The WorkAbility I program was excellent!”

Sandra Howerton
Simi Valley School District, Simi Valley, CA




Transition and Resources: Supporting Students with Disabilities with Transitioning to Adulthood

Presenters:

Kim Trigueiro – Program Specialist, Secondary

Danine Barone – Special Project Coordinator, Workability I



Objectives/Goals



- Overview of Individual Transition Plan (ITP)
- Overview of WorkAbility I (WAI) Program

What is transition?

- Many important transitions occur throughout each person's life, and many of them are associated with predictable life events, such as beginning preschool, leaving elementary school, and entering middle school or high school.
- One of the most critical transition periods for students with disabilities is the transition from high school to young adulthood.
 - Individual Transition Plan (ITP)

What is an Individual Transition Plan (ITP)?

The image shows two pages of the Individual Transition Plan (ITP) form. The left page is titled 'Student Information' and includes fields for Student Name, Date of Birth, and Date of ITP. It also has a section for 'Transition Goals' with a table for 'Goal' and 'Date'. The right page is titled 'Student Evaluation' and includes a section for 'Age of Student' with a table for 'Age' and 'Date'. It also has a section for 'Summary of the ITP' with a table for 'Item' and 'Date'.

Guiding Questions

- Who is the student?
- Where does the student want to go?
- What will the student learn and be able to do?
- How will the student be supported to achieve his/her post-secondary goals?



Guiding Questions

Who is the student?

"based on the student's strengths, preferences and interests"

- Use age-appropriate assessments



Guiding Questions

Where does the student want to go?

"designed with a **results**-oriented process"

- The desired post-school outcomes of the student are stated, including
 - Post secondary education/training
 - Employment
 - Independent living



What are Postsecondary Goals?

➤ **Training/Education** (required)

- Training= a program leading to high school completion or certificate like adult education or a short-term training program like a vocational program.
- Education= a community or technical college (generally two-year programs) or college or university (generally four-year programs)

➤ **Employment** (required)

- E.g., competitive integrated employment

➤ **Independent Living Skills** (as appropriate)

- those skills/tasks that contribute to the successful independent functioning of an individual in adulthood
 - E.g., leisure/recreational, community participation, maintain home, personal care



Guiding Questions



What will the student learn and be able to do?

"a **coordinated set of activities** for a student . . . to **facilitate movement from school to post-school activities**"

- The IEP team must decide what specific transition activities in which the student will participate each year to achieve the post-school outcomes
- The IEP team also addresses the planned course of study and graduation plan.
- Student's courses from current year to anticipated exit year

Guiding Questions



How will the student be supported to achieve his/her post-secondary goals?

"based on the individual student's needs"

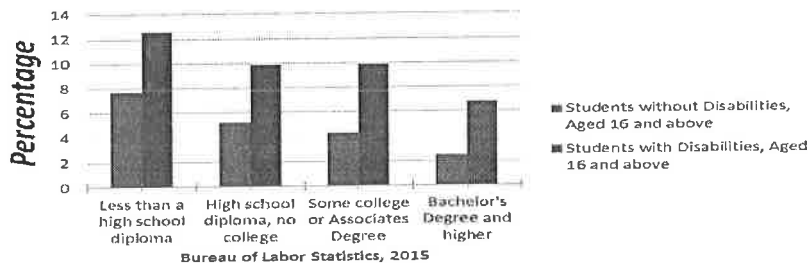
- The IEP team will create and implement an Individual Transition Plan (ITP) no later than the student's **16th birthday**
- Identify transition services the student may need to achieve his/her post-secondary goals

Age of Majority – What happens when student turns 18?

- One year before student will turn 18, parent and student need notice that this is coming.
- When a student reaches the age of majority, which is when he/she turns 18 years old, the education rights belong to the adult student.
 - The adult student is now responsible for educational decisions.
- Questions to consider:
 - Is your child able to make informed decisions?
 - Will your child live independently?
 - Who can help with conservatorship?

Current Outcomes: Why are transition services important?

Unemployment Rate Based on Education Attainment



- Students who stay in school & graduate are more likely to be able to work & continue their education.



WorkAbility I

Traditional High School Campuses



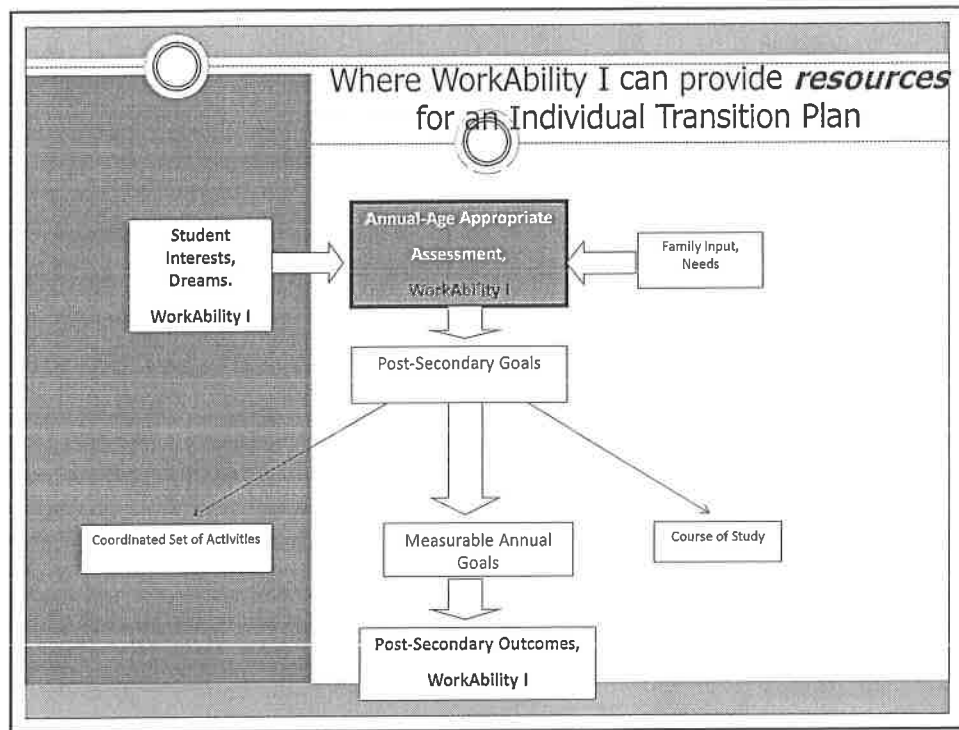
ALTERNATIVE HIGH SCHOOL CAMPUSES



***WorkAbility I (WAI) Program
is not transition.***



***WorkAbility I is a
transition resource.***



WorkAbility I is a transition resource.

Our program provides

- Monthly Pre-employment Workshops
 - Annual Career/Transition Fair
 - College & Vocational Tours
 - On-the-job Training Experience
- WorkAbility I Resource Webpage
 - <http://www.fcusd.org/Domain/2531>

Kitchen Collections



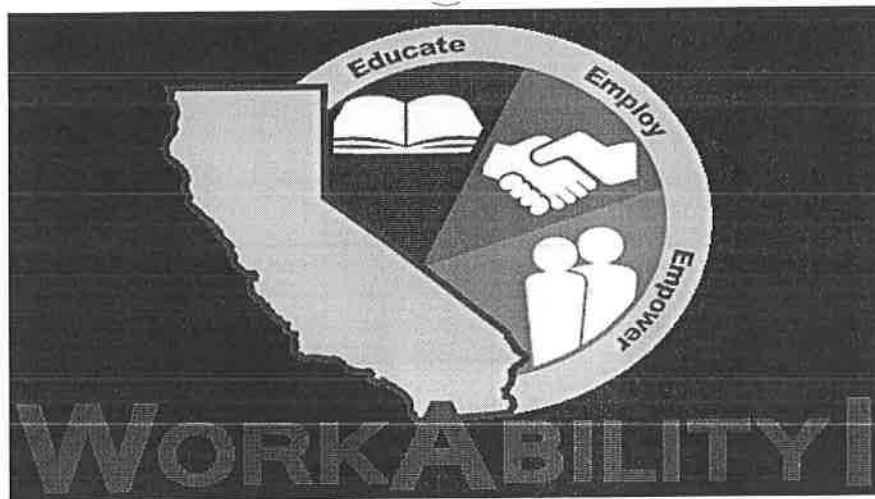
SkullTronix

Much thanks to all of the community business (past & present) that participate in our program.

A Poem...

Interview in 2 hours, I need to get ready
but I'm so nervous, my hands ain't steady
body got shivers, what should I do
grabbed my notebook and started to skim through
Remember eye contact, firm handshake
take no calls, put the phone on vibrate
speak clear, big smiles, don't show no fear
Give the boss good reasons for me working here
don't forget collared shirt, black slacks and low heels
Turns out I got the job, THANKS TO SOFT SKILLS
(J'laan H.)

**Please visit our webpage
<http://www.fcusd.org/Domain/2531>**



Final Remarks



- Transition Planning should start early
- Plan must be Student Centered
- Plan must link activities, classes and learning at school to post-secondary goals
- Parents are critical partners in the process

References/Resources



National Collaborative on Workforce and Disability–Youth
www.ncwd-youth.info

National Secondary Transition Technical Assistance Center
www.nsttac.org

Transition Coalition
www.transitioncoalition.org

California Department of Education, Secondary Transition Planning
www.cde.ca.gov/sp/se/st/

CA Transition Alliance
www.catransitionalliance.org/

Transition to Adult Living: An Information and Resource Guide
<http://www.sacramentoasis.com/docs/3-01-09/transition-final-08.pdf>

Thank You

Student Support Services 916-294-9007

SELPA Director.....Betty Jo Wessinger

Assistant SELPA Director.....Joan Sornborger-Diel

Secondary Coordinator.....Hunt Lin

Secondary Program Specialists:

Beth Marjerison, Sherry Plumb, Kim Trigueiro

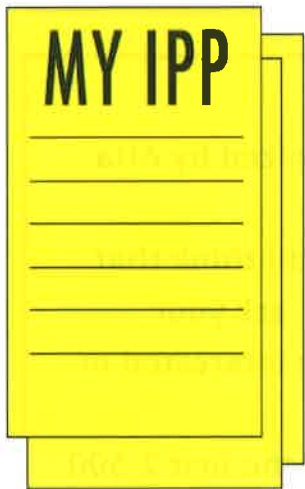
Elementary Coordinator.....Diane Youtsey

Elementary Program Specialists:

Angela Barber, Bethanee Hunnicut, Simone Worsham

THE SELF-DETERMINATION PROGRAM

The Department of Developmental Services is developing a new program called the Self-Determination Program that will let participants have more control over selecting their services and supports.



HELP MAKE THE CHOICES THAT AFFECT YOUR LIFE

1. Participate in the development of your Individual Program Plan (IPP) through a Person-Centered planning process.
2. Accept greater control and responsibility regarding the services and supports you need to achieve your goals.
3. You will still have a Service Coordinator to assist you. In addition, you may choose to use an Independent Facilitator (IF) to help plan and get services and supports.

YOUR INDIVIDUAL BUDGET

1. You will be given a specific budget to purchase the services and supports that you need to achieve your plan.
2. You must use a Financial Management Service (FMS) vendored by Alta California Regional Center (ACRC) to pay for your services.
3. You will be able to pick which providers or individuals deliver your services. They will require a background check but will not have to be vendored.



February 2016



Steps of the Self-Determination Program

HOW TO GET INFORMATION

- Learn more at www.altaregional.org or www.dds.ca.gov
- Talk about Self-Determination at your IPP meeting
- Ask your Service Coordinator to put your name on the “interested list “

HOW TO GET ON THE “OFFICIAL” LIST

1. Attend a mandatory Self-Determination Information Meeting organized by Alta California Regional Center (ACRC) when they are scheduled.
2. **After you have participated in the Informational Meeting**, if you still think that Self-Determination is a good option for you or your family member, ask your Service Coordinator to put your name on the “**Official List**” of those interested in enrolling in the Self-Determination Program.
3. Being on the list does not guarantee you will be selected as part of the first 2,500 participants statewide.

HOW TO BE SELECTED

1. ACRC will send the “**Official List**” of those interested to DDS.
2. DDS will select the 2,500 enrollees statewide from among those who attended a **Self-Determination Information Meeting**. The selection takes into consideration ethnicity, age, gender, disability and diagnosis to ensure those selected represent the statewide regional center population.
3. Those selected will be contacted by ACRC to enroll in Self-Determination Trainings to begin participation in the Program.
4. After the initial three year rollout, all people receiving regional center services will have the choice to participate in the Self-Determination Program.



Pasos del Programa de Auto-Determinación

COMO OBTENER INFORMACION

- Aprenda más en www.altaregional.org o www.dds.ca.gov
- Atienda una sesión informal sobre Auto-Determinación
- Pida a su Coordinador(a) de Servicios que incluya su nombre en la "lista de interesados"

COMO INCLUIRSE EN LA LISTA

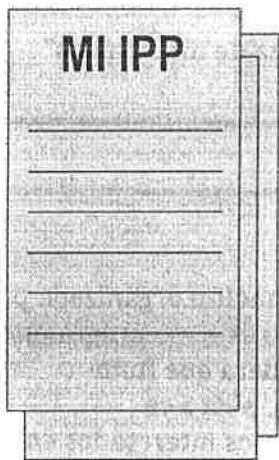
1. Atienda una **Junta mandatoria de Información acerca de Auto-Determinación** organizada por el Centro Regional de Alta California (ACRC por sus siglas en inglés) cuando éstas se programen.
2. Después de su participación en la Junta Informativa, si usted todavía considera que Auto-Determinación es una buena opción para usted, o el miembro de su familia, pida a su Coordinador(a) de Servicios que incluya su nombre en la "**Lista Oficial**" de los interesados en inscribirse en el Programa de Auto-Determinación.
3. Estando en la lista no le garantiza que usted será seleccionado como parte de los primeros 2,500 participantes en todo el Estado.

COMO SER SELECCIONADO

1. ACRC mandará a DDS la "**Lista Oficial**" de las personas interesadas.
2. DDS seleccionará las 2,500 personas inscritas de entre las personas que atendieron una **Junta de Información sobre Auto-Determinación**. La selección toma en consideración el centro regional, etnicidad, edad, sexo, discapacidad y diagnóstico para asegurar que los seleccionados representen la población de todo el Estado.
3. Las personas seleccionadas serán contactadas por ACRC para inscribirse en el Entrenamiento de Auto-Determinación para empezar la participación en el programa.
4. Después de los primeros tres años del inicio del programa, todas las personas recibiendo servicios del centro regional podrán elegir el participar en el Programa de Auto-Determinación.

EL PROGRAMA DE AUTO-DETERMINACION

El Departamento de Servicios de Discapacidades (DDS por sus siglas en inglés) está desarrollando un nuevo programa llamado Programa de Auto-Determinación el cual le permitirá a los participantes tener más control para seleccionar sus servicios y apoyos.



AYUDE A TOMAR LAS DECISIONES QUE AFECTAN SU VIDA

1. Participe en el desarrollo de su Plan del Programa Individual (IPP por sus siglas en inglés) a través del proceso de planeación Centrada en la Persona.
2. Acepte mayor control y responsabilidad acerca de servicios y apoyos que usted necesite para alcanzar sus metas.
3. Usted continuará teniendo un Coordinador(a) de Servicios que le asistirá. Adicionalmente, usted podrá elegir el uso de un Facilitador Independiente (IF por sus siglas en inglés) para que le ayude a planear y obtener servicios y apoyos.

SU PRESUPUESTO INDIVIDUAL

1. Se le dará un presupuesto específico para que usted compre los servicios y apoyos que necesite para completar su plan.
2. Usted deberá utilizar un proveedor de Servicios de Administración Financiera (FMS por sus siglas en inglés), registrado como proveedor con el Centro Regional de Alta California (ACRC) para pagar por sus servicios.
3. Usted podrá escoger al proveedor o individuos que le entregarán sus servicios. Se les requerirá un chequeo de antecedentes pero no necesitarán estar registrados como proveedores.

**Cambio
Adelante**



TXOJ KEV PABCUAM UA LUB NEEJ LI YUS NTSHAW

Phab Pabcuam Cov Tibneeg Uas Muaj Teebmeem hauv Kev Lojhlob (Department of Developmental Services) tabtom npaj muaj ib txoj kev pabcuam tshiab uas hu ua txoj Kev Pabcuam Ua Lub Neej Li Yus Ntshaw uas yuav ua rau cov tibneeg uas tau txais kev pabcuam muaj feem ntau tshaj qub txog kev los xaiv cov kev pabcuam thiab txhawb rau lawv tuskheej.

PAB XAIV COV KEV UAS YUAV HLOOV TAU KOJ LUB NEEJ

1. Muab kev koomtes rau txoj kev los tsim koj txoj kev Npaj Pab Raws Tej Tus Tibneeg (IPP) hauv txoj kev nrhiav kev pab Raws Tej Tus Tibneeg.
2. Nrog tswj thiab muaj feem ntau rau cov kev pabcuam thiab txhawb uas koj yuavtsum tau muaj los pab ua kom koj cov homphiaj tiav.
3. Koj tseem yuav muaj ib tus Tibneeg Npaj Kev Pabcuam los pab koj thiab. Dua li, koj tseem yuav siv tau ib tus Tibneeg Pab Sab Nraud (IF) los pab koj npaj thiab nrhiav cov kev pabcuam thiab kev txhawb uas koj xav tau.

KOJ QHOV NYIAJ KOM TSEG

1. Peb yuav muab ib thoov nyiaj tshwjxeeb los rau koj mus yuav cov kev pabcuam thiab kev txhawb uas koj yuavtsum tau muaj los ua kom koj cov homphiaj tiav.
2. Koj yuavtsum tau siv ib lub Chaw Cia Nyiaj (Financial Management Service, FMS) uas muaj hauv lub Alta California Regional Center (ACRC) los them rau koj cov kev pabcuam.
3. Koj yuav xaiv tau cov chaw lossis cov tibneeg uas yuav los muab kev pabcuam rau koj. Peb yuav tau tshuaj cov chaw lossis cov tibneeg ntawd li keebkwm (background) tabsis tsis yuavtsum kom yog cov uas peb nrhiav.



ໂຄງການຕັດສິນກຳນົດດ້ວຍຕົນເອງ

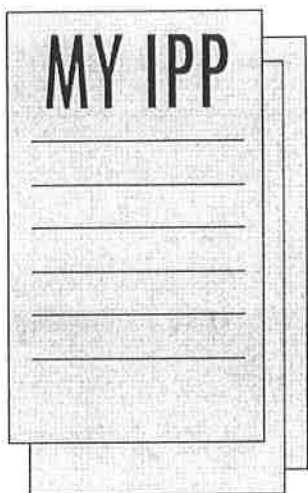
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ຊ່ວຍສ້າງທາງເລືອກທີ່ມີຜົນຕໍ່ກັບຊີວິດຂອງທ່ານ

1. ເຂົ້າຮ່ວມໃນການພັດທະນາແຜນໂຄງການສະເພາະບຸກຄົນ (IPP) ຜ່ານຂະບວນການວາງແຜນທີ່ເອົາຄົນເປັນໃຈກາງ.
2. ຮັບເອົາການຄວບຄຸມ ແລະ ຄວາມຮັບຜິດຊອບທີ່ຫຼາຍຂຶ້ນກ່ຽວກັບການບໍລິການ ແລະ ການສະໜັບສະໜູນທີ່ທ່ານຕ້ອງການເພື່ອບັນລຸໄດ້ເປົ້າໝາຍຂອງທ່ານ.
3. ທ່ານຈະຍັງມີຜູ້ປະສານງານການບໍລິການເພື່ອຊ່ວຍທ່ານ. ນອກນັ້ນ, ທ່ານອາດຈະເລືອກໃຊ້ຜູ້ອຳນວຍຄວາມສະດວກອິດສະຫຼະ (IF) ເພື່ອຊ່ວຍວາງແຜນ ແລະ ຮັບເອົາການບໍລິການ ແລະ ການສະໜັບສະໜູນຕ່າງໆ.

ງົບປະມານສະເພາະບຸກຄົນຂອງທ່ານ

1. ທ່ານຈະໄດ້ຮັບງົບປະມານສະເພາະເພື່ອຊື້ການບໍລິການ ແລະ ການສະໜັບສະໜູນທີ່ທ່ານຕ້ອງການເພື່ອບັນລຸໄດ້ແຜນການຂອງທ່ານ.
2. ທ່ານຕ້ອງການໃຊ້ການບໍລິການຄຸ້ມຄອງການເງິນ (FMS) ທີ່ຈັດຫາໃຫ້ໂດຍ Alta California Regional Center (ACRC) ເພື່ອຈ່າຍຄ່າການບໍລິການຂອງທ່ານ.
3. ທ່ານຈະສາມາດເລືອກວ່າຜູ້ໃຫ້ບໍລິການ ຫຼື ບຸກຄົນໃດເປັນຜູ້ໃຫ້ການບໍລິການຂອງທ່ານ. ພວກເຂົາຈະຈຳເປັນຕ້ອງມີການກວດຂໍ້ມູນພື້ນຖານແຕ່ບໍ່ຈຳເປັນຕ້ອງເປັນຜູ້ຂາຍ.



ПРОГРАММА САМООПРЕДЕЛЕНИЯ

Управление по социальному обеспечению лиц с нарушениями развития (Department of Developmental Services, DDS) разрабатывает Программу самоопределения (Self-Determination Program), которая даст ее участникам больше возможностей самостоятельно выбирать необходимые услуги и средства поддержки.

ПОМОГИТЕ ПРИНИМАТЬ РЕШЕНИЯ, КОТОРЫЕ ВЛИЯЮТ НА ВАШУ ЖИЗНЬ

1. Примите участие в лично-ориентированной разработке индивидуального плана выполнения программы (Individual Program Plan, IPP).
2. Подойдите к услугам и средствам поддержки, нужным для достижения ваших целей, более инициативно и ответственно.
3. Как и прежде, вам будет помогать координатор обслуживания (Service Coordinator). Кроме того, вы вправе привлечь независимого помощника (Independent Facilitator, IF), который поможет спланировать и получить услуги и средства поддержки.

ВАШ ИНДИВИДУАЛЬНЫЙ БЮДЖЕТ

1. Вам выделяются определенные средства на приобретение услуг и средств поддержки, необходимых вам для выполнения плана.
2. Оплата услуг осуществляется только через Службу финансового управления (Financial Management Service, FMS) при Alta California Regional Center (ACRC).
3. Вы сможете самостоятельно выбирать поставщиков или частных лиц, которые будут оказывать вам услуги. Они должны пройти проверку персональных данных, но могут не работать по договору.





自我决定计划步骤

如何获取信息

- 在以下网站了解进一步详情：www.altaregional.org 或 www.dds.ca.gov
- 在您的 IPP 会议上讨论自我决定问题
- 请您的服务协调员将您的姓名列入“感兴趣者名单”

如何进入“正式”名单

1. 参加由Alta California Regional Center (ACRC) 主办的一次必须参加的自我决定信息会（会议日期待定）。
2. 参加信息会后，如果您仍然认为自我决定是适合您或您的家庭成员的选择，请让服务协调员将您的姓名列入自我决定计划感兴趣者“正式名单”。
3. 列入该名单不能保证您被选择成为全州头 2,500 名参加者之一。

如何选择

1. ACRC 会将感兴趣者“正式名单”发送给发育服务部（Department of Developmental Services/简称 DDS）。
2. DDS 将从参加自我决定信息会的人中在全州选择 2,500 名参加者。选择时会考虑种族、年龄、性别、残障和诊断，以确保被选择的人能够代表全州地区中心的各类群体。
3. ACRC 会与被选择的人联系，注册参加自我决定培训，开始参加本项计划。
4. 在最初三年计划试行后，所有接受地区中心服务的人都可以选择参加自我决定计划。

Self-Determination Resources *Learn, Share, Teach, Participate*

- Regional Center's Self-Determination page:
[Visit your local regional center's website and click on the Self-Determination page](#)
- Self-Determination Vimeo Channel , sponsored by the Autism Society of Los Angeles, Disability Rights CA and the CA State Council on Developmental Disabilities:
<https://vimeo.com/channels/876984>
- DDS Self-Determination Program page:
<http://www.dds.ca.gov/sdp/>
- To receive email updates, email DDS:
sdp@dds.ca.gov.
- The Self-Determination Statute:
http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=WIC§ionNum=4685.8.#content_anchor
- UC Davis MIND Institute's Advocacy Videos page (scroll down for Self-Determination: A New Service Model for Regional Center Clients):
http://ucdmc.ucdavis.edu/mindinstitute/videos/video_advocacy.html
- State Council on Developmental Disabilities Resource training materials page:
<http://www.scdd.ca.gov/publications.htm#selfdetermination>
- CA State Council on Developmental Disabilities Statewide Self-Determination Advisory Committee page: <http://scdd.ca.gov/ssdac.htm>
- Come to a local Self-Determination Advisory Committee meeting! Contact your local Regional Center or SCDD office for information on when and where their Committee meets.
- Want more? For scheduling training or for help training your staff, people-served or families, **contact us!**

CA State Council on Developmental Disabilities, Sacramento Regional Office
2033 Howe Ave. Suite 160, CA 95825
916-263-3085 sacramento@scdd.ca.gov



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<https://vimeo.com/channels/876984>
- DDS Self-Determination Program page:
<http://www.dds.ca.gov/sdp/>
- To receive email updates, email DDS:
sdp@dds.ca.gov.
- The Self-Determination Statute:
http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=WIC§ionNum=4685.8.#content_anchor
- UC Davis MIND Institute's Advocacy Videos page (scroll down for Self-Determination: A New Service Model for Regional Center Clients):
http://ucdmc.ucdavis.edu/mindinstitute/videos/video_advocacy.html
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IHSS Services

In-Home Supportive Services (IHSS) Program

The IHSS Program will help pay for services provided to you so that you can remain safely in your own home. To be eligible, you must be over 65 years of age, or disabled, or blind. Disabled children are also potentially eligible for IHSS. IHSS is considered an alternative to out-of-home care, such as nursing homes or board and care facilities.

The types of services which can be authorized through IHSS are housecleaning, meal preparation, laundry, grocery shopping, personal care services (such as bowel and bladder care, bathing, grooming and paramedical services), accompaniment to medical appointments, and protective supervision for the mentally impaired.

Eligibility Criteria for all IHSS Applicants and Recipients:

- You must physically reside in the United States.
- You must also be a California resident.
- You must have a Medi-Cal eligibility determination.
- You must live at home or an abode of your own choosing (acute care hospital, long-term care facilities, and licensed community care facilities are not considered "own home").
- You must submit a completed Health Care Certification form.

Where To Get Help:

To apply for IHSS, complete an application and submit it to the local county IHSS Office.

SOC 295 (10/09) - Application For Social Services

Translations: Armenian, Chinese, and Spanish

How the Program Works

- A county social worker will interview you at your home to determine your eligibility and need for IHSS. Based on your ability to safely perform certain tasks for yourself, the social worker will assess the types of services you need and the number of hours the county will authorize for each of these services. This assessment will include information given by you and, if appropriate, by your family, friends, physician or other licensed health care professional.
- A completed Health Care Certification (SOC 873) must be received by the county prior to authorization of services.
- You will be notified if IHSS has been approved or denied. If denied, you will be notified of the reason for the denial. If approved, you will be notified of the services and the number of hours per month which have been authorized for you.
- If you are approved for IHSS, you must hire someone (your individual provider) to perform the authorized services. You are considered your provider's employer and, therefore, it is your responsibility to hire, train, supervise, and fire this individual.
- If your county has contracted IHSS providers, you may choose to have services provided by the contractor.
- If your county has homemaker employees, you may receive services from a county homemaker.

How are IHSS Payments Made?

- You may contact the social worker assigned to your case to determine the IHSS hourly rate in your county. Because unions negotiate with the employer of record in each county, the wage rates may vary from county to county. The State issues all checks for individual provider payments. If the provider qualifies, the State withholds the applicable amounts for disability insurance and Social Security taxes.

Fact Sheet: Home and Community Based Settings Rule

The federal government helps pay for most of the services regional centers provide to individuals with developmental disabilities. In March 2014 new federal rules became effective describing how home and community-based services are provided.

Home and community-based settings are places where individuals with disabilities live and spend their days; for example, licensed community care facilities and other residential settings, work activity programs, and day programs. The new rules explain what these settings should be like.

All services in every state must follow the new rules by March 2019. After March 2019, the federal government will not provide funding for services that do not meet the new rules. Assessing all services and settings and making necessary changes takes time. In order to meet the 2019 deadline the work must begin now.

What are the New Rules About?

The purpose of the rules is to ensure that individuals receive services in settings that are integrated in and support full access to the greater community. This includes opportunities to seek employment and work in competitive and integrated settings, engage in community life, control personal resources, and receive services to the same degree as individuals who do not receive regional center services. It means that settings need to focus on the nature and quality of individuals' experiences and not just about the buildings where the services are delivered. Individuals have an active role in the development of their plan, the planning process is person-centered, and the plan reflects the individual's service and supports and what is important to them.

What does that mean to me?

- If you are an individual who receives services, it means that you may have different options to choose from regarding services and service providers. There will be a focus on individuals being involved in the community; for example, shopping, attending church, dining out, employment, etc.
- If you are a service provider, it means that you may need to make changes in how you operate in order to meet the new federal rules by modifying policies and program designs, where and how your service is delivered, and providing training to assure that your staff members understand the expectations of the rules.

What is a Transition Plan?

California drafted a Statewide Transition Plan to describe how it will move forward and ultimately achieve compliance with the new rules. Because the federal rules are new, states are being allowed some time to come into compliance. States have to assess their laws, regulations, policies, and settings where services are provided to see if they are reflective of the new rules. Each state must develop Transition Plans to describe how it will meet the new rules, how it will change the areas that don't comply, and how it will sustain the review process to assure ongoing compliance.

How can I learn more about this?

Visit the Department of Developmental Services' website: <http://www.dds.ca.gov/HCBS/>. When you open this link, you'll see other links to the Department of Health Care Services' website for the Statewide Transition Plan and the website for the federal Centers for Medicare & Medicaid Services.

Let's Get Prepared!



Five Ps of Evacuation:



- **PEOPLE** - People and, if safely possible, pets and other animals/livestock

- **PRESCRIPTIONS** - Prescriptions, with dosages; medicines; medical equipment; batteries or power cords; eyeglasses; and hearing aids



- **PAPERS** - Papers, including important documents (hard copies and/or electronic copies saved on external hard drives or portable thumb drives)

- **PERSONAL NEEDS** - Personal needs - such as clothes, food, water, first aid kit, cash, phones, and chargers - and items for people with disabilities and others with access and/or functional needs



- **PRICELESS ITEMS** - Priceless items, including pictures, irreplaceable mementos, and other valuables



Let's look at how to make a Personal Preparedness Plan, and how to Build a Go-Kit!



Sacramento Regional Office

If you have any questions you may contact our office at:

Sacramento Regional Office of the State Council on Developmental Disabilities

Phone: (916) 263-3085

Email:

sacramento@scdd.ca.gov

2033 Howe Ave., Suite 160

Sacramento, CA 95825

"The Council advocates, promotes & implements policies and practices that achieve self-determination, independence, productivity & inclusion in all aspects of community life for Californians with developmental disabilities and their families."



• What should be in my plan?

- ▶ List of People you care about – contact information for each
- ▶ List of Things you value – What things would you want to grab?
- ▶ Designated Evacuation spots, one close and one farther away
- ▶ Critical Information:
 - Name, address, and phone numbers of important sources of assistance such as IHSS workers, Regional Center Case Manager and any other person who would need to know your whereabouts.
 - Medical information: health plan numbers, allergies, medications taken, contact numbers of doctors and health providers.
 - Insurance information: account/policy type and number; contact numbers (take photographs of all valuables for documentation & insurance claims).
 - Wills, birth certificates, green cards, work permits
 - Banking information (account type and number, contact numbers)



• What should be in my go-bag?

- ▶ Your Plan (see above)
- ▶ Water – Several smaller bottles, Food – canned goods and protein bars, etc.
- ▶ First Aid Kit, Radio and batteries, flashlight, Whistle and an Emergency blanket
- ▶ Other good items to have: Hand Sanitizer, Tissues, Ziplock bags, Sharpie Markers, Bandanas, Duct Tape, Pocket knife/scissors and a hand Can Opener.



Only you can make sure you are prepared for an emergency!

• Who to contact for further information:

- ▶ You can go to Ready.gov for many useful lists and links
- ▶ You can also contact your Regional Center Case Manager or our office if you need more assistance in getting emergency prepared!



EMERGENCY PREPAREDNESS

Emergency preparedness starts with you!

Know where to go for help and get prepared!



Find out about emergency preparedness in your area by contacting the Community Emergency Response Team (CERT) Program:
<http://www.citizencorps.fema.gov/>

46%

don't know who to contact in an emergency

19%

or 56.7 million people with disabilities in America

61%

have no emergency plans to safely evacuate



Top four personal preparedness steps:

1. Get informed
2. Make a plan
3. Create a kit
4. Maintain your emergency plan and kit

MAKE AN EMERGENCY

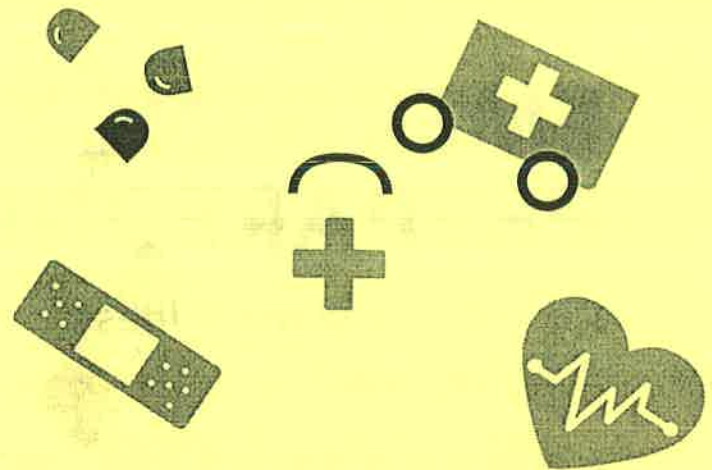
»»»»»»»»»» KIT ««««««««««

- Water & Food
- Radio
- Clothes
- First Aid Kit
- Medication
- Flashlight
- Whistle
- List of Contacts
- Cash
- Garbage Bags

TOP RESOURCES

EMERGENCY PREPAREDNESS

FOR PERSONS WITH DISABILITIES



FOR FIRST RESPONDERS & SERVICE PROVIDERS

Offers webinars, guides, brochures, and toolkits primarily for first responders

Emergency Planning for First Responders and Their Families Toolkit

<http://www.ready.gov/sites/default/files/documents/files/RRToolkit.pdf>

Including People With Disabilities & Others With Access & Functional Needs in Disaster Operations (two hour web-based course)

<http://www.training.fema.gov/is/courseoverview.aspx?code=IS-368>

FOR PERSONS WITH DISABILITIES

Free printable toolkits designed to help people with disabilities maximize their independence in an emergency by planning ahead. Identifies the various emergency and disaster situations, knowing when to evacuate, personal ability self-assessments, and worksheets

California DDS "Feeling Safe, Being Safe" booklet

<http://www.dds.ca.gov/ConsumerCorner/docs/FeelingSafeBeingSafe.pdf>

Ready.gov "How to Make a Plan & Create a Support Network"

<http://www.ready.gov/individuals-access-functional-needs>

Alaska Health & Social Services "Get Ready!"

<http://www.dhss.alaska.gov/dph/wcfh/Documents/disability/GetReadyWebaccessible.pdf>

Oregon Office on Disability and Health "Ready Now!"

<http://www.ohsu.edu/xd/outreach/occyshn/upload/ReadyNowToolkit.pdf>

OTHER RESOURCES

Red Cross - "Preparing for Disaster for People with Disabilities & other Special Needs" booklet

<http://www.redcross.org/prepare/location/home-family/disabilities>

Cal OES - Offers tips, tricks, brochures, and videos to help you learn what you can do around your home to prepare - <http://www.caloes.ca.gov/for-individuals-families>

Videos - <http://www.caloes.ca.gov/for-individuals-families/access-functional-needs>

CDC Emergency Readiness - <http://www.cdc.gov/features/emergencypreparedness/index.html>

June Isaacson Kailes - offers guides, checklists, presentations, and training materials for persons with disabilities, their support network, and first responders - www.jik.com